

Nellie Boyd, Ed.D.  
Executive Director Student Success Services

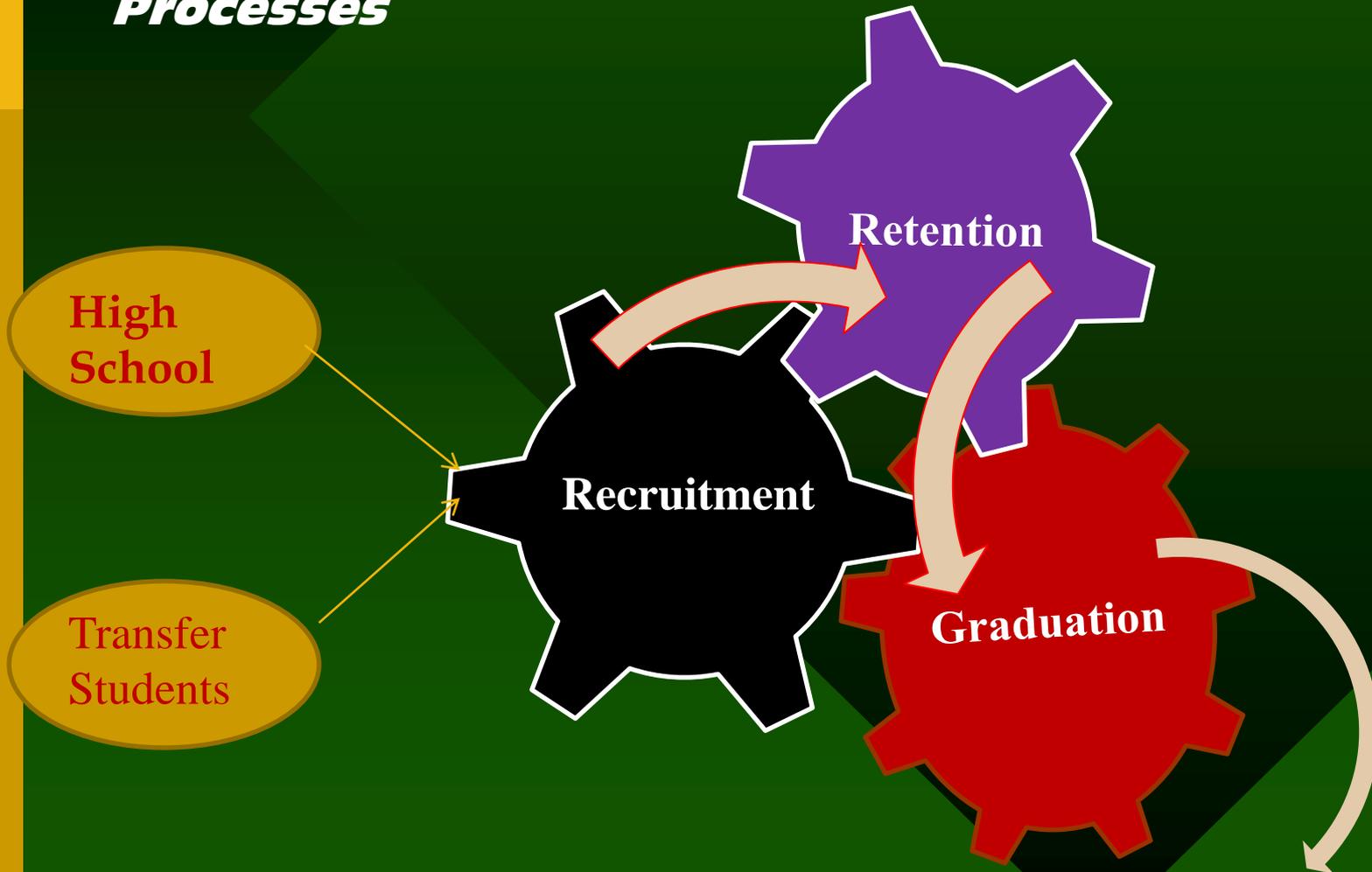
Texas Southern University  
3100 Cleburne Avenue  
Houston, TX 77004  
713-313-1117  
boyd\_nb@tsu.edu

June 24, 2010

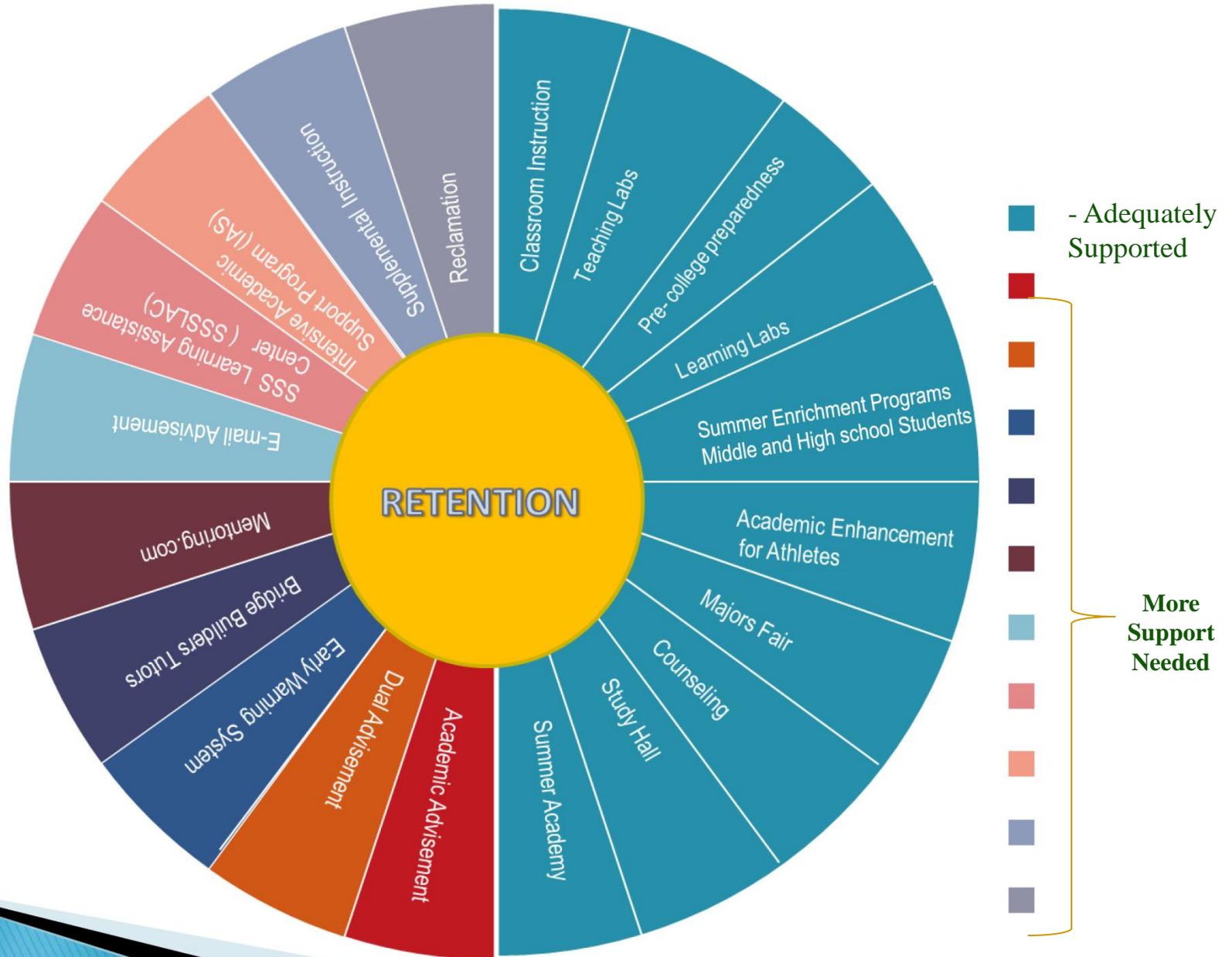


A Factor for Retention

# *Interlocking Processes*



# SSS Pie Chart by Functions



# A DYNAMIC RELATIONSHIP

- Bridge -12<sup>th</sup> grade – enrollment for college  
Pre- college Experience & Preparedness
- Summer Residential Program
  - (11<sup>th</sup> graders)
- Tutoring
- Seminars
- Study Hall
- Tutoring
- Mentoring
- Learning Laboratories
- 

Student Support  
Services and  
Upward Bound  
(SSSP)

- Peer Tutoring
- Mentoring
- Test Compliance
- Study Hall - Intensive Academic Support (IAS)
- Service Learning (SSSLAC)
- E-mentoring
- Early Warning
  - 101 Freshman Seminar
  - Majors Fair
  - Supplemental Instruction (SI)
  - Counseling
- Summer Academy  
(admission Tool)

Academic  
Advisement  
(Customer Delight)

Talent Search



STUDENT  
SUCCESS  
SERVICES

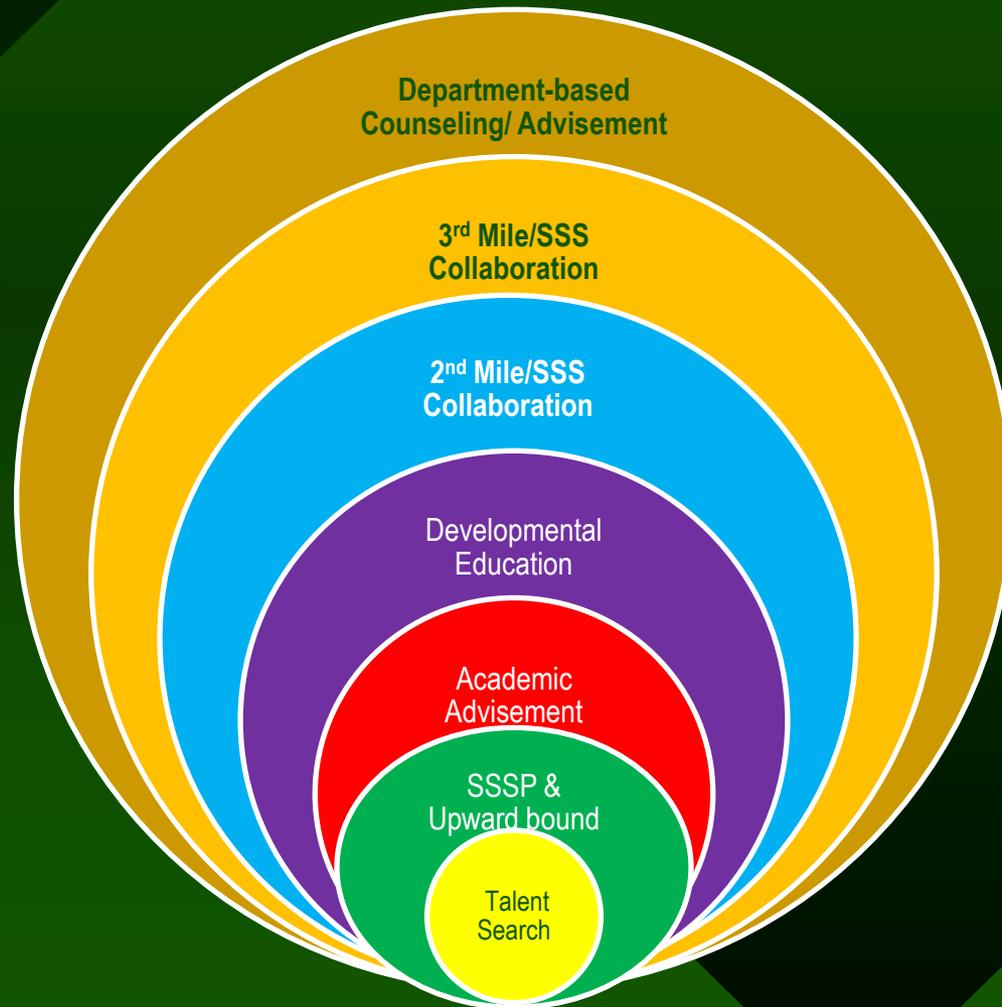
Developmental  
Education

NADE  
Certified  
1/13 of 49

- College Readiness Service
- Tutoring
- Counseling
- Summer Enrichment Program (Middle School)
- Basic Instruction for Summer

- Early Warning System
- Mini Sessions
- Tutoring
- E-tutoring
- Computer- based learning
- Learning Labs

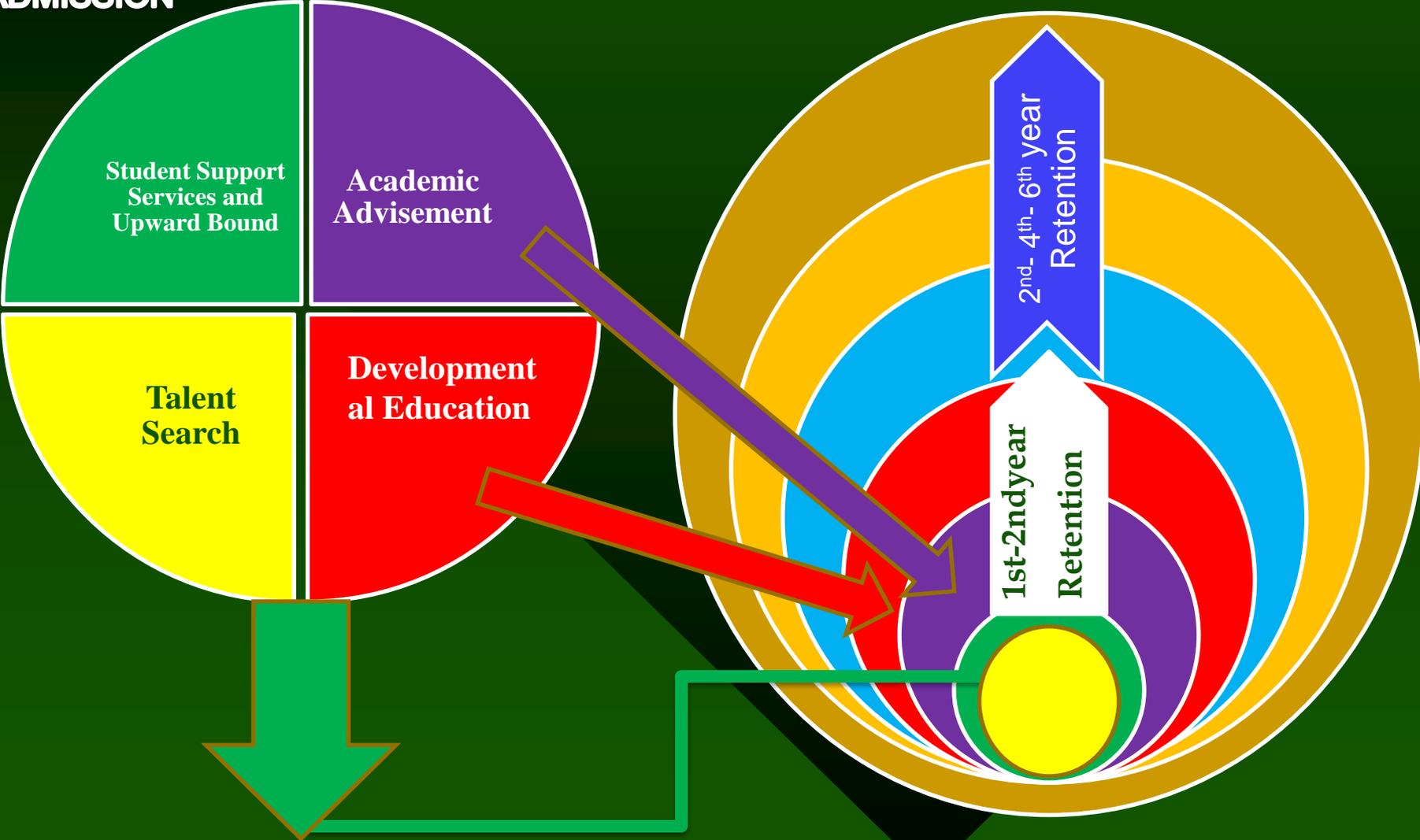
# Retention Wheel



# Student Success Service Contribution to Institutional Retention

## RECRUITMENT & ADMISSION

## GRADUATION



# ROADMAP TO GRADUATION

## Recruitment and Admission

### Intervening Variables

1st Yr.

**(SSS Goals and Mission)**

84.7% Retention

\*Freshman Orientation \* Testing \* Academic Advisement \*  
\*TSI Responsible \*Remediation \* TSI Free  
College Level Courses **SSS 101**  
**\*Incentive for 4 year graduation**

2nd Yr.

**Collaboration between  
SSS &  
COLLEGES/SCHOOLS**

\*2nd Mile (SSS) \*Academic Advisement \*Monitoring  
\*Assessment \*2 School/4 colleges \*Departments

3rd Yr.

**SSS &  
COLLEGES/SCHOOLS  
Institutional research**

\*3rd Mile \*Reclamation  
\*Collaborative Monitoring  
\*Assessment ( SSS/& Schools/Colleges)

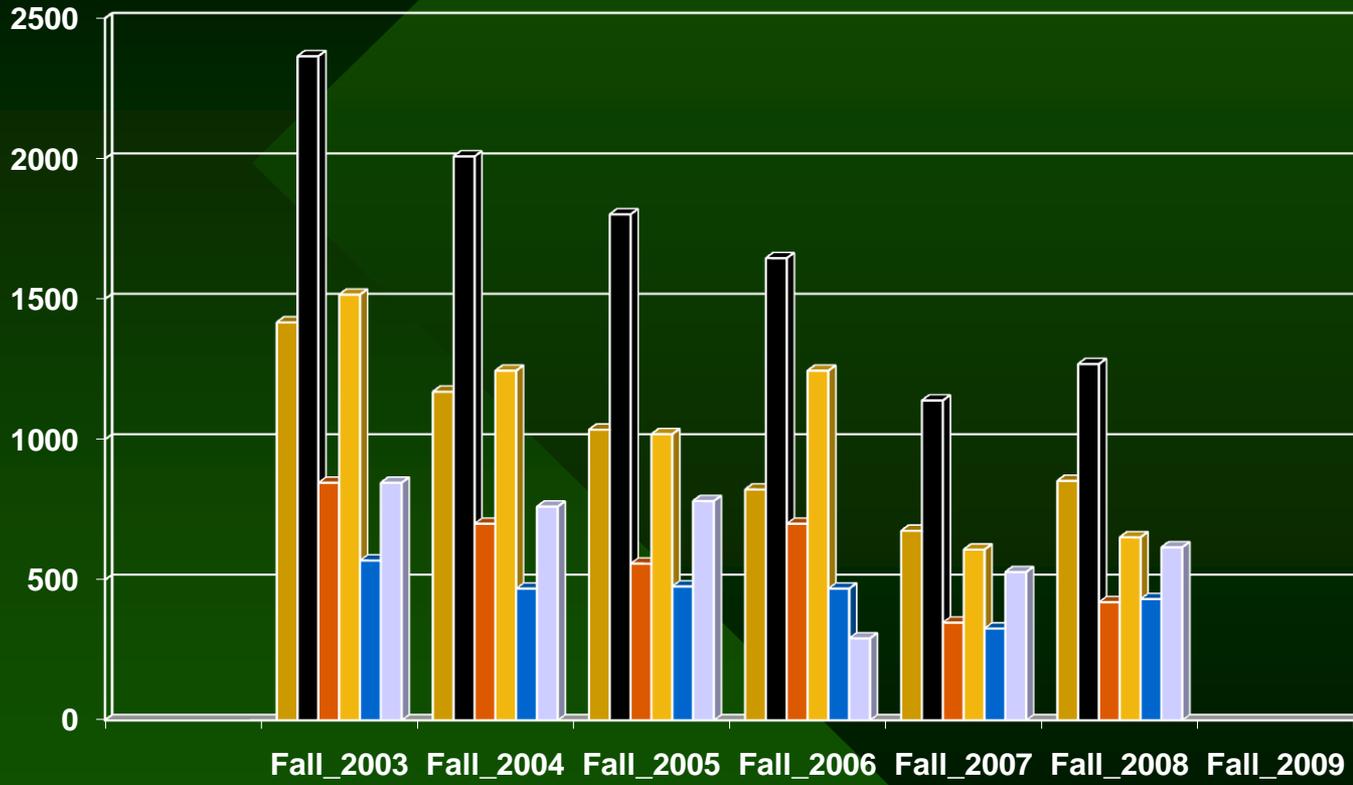
4th -6th Yr.

**Graduation  
Incentives**

Final Lap  
**Recipients of Incentive for 4 year graduation**  
\*Reclamation \*Collaborative Monitoring (Spot check)  
\*Assessment ( SSS/& Schools/Colleges)



**GRADUATION**



- Math 130
- All Total
- English 130
- Developmental Total
- Math 131
- Non-Dev Total

# First Time Full-time Freshmen Retention Percentages

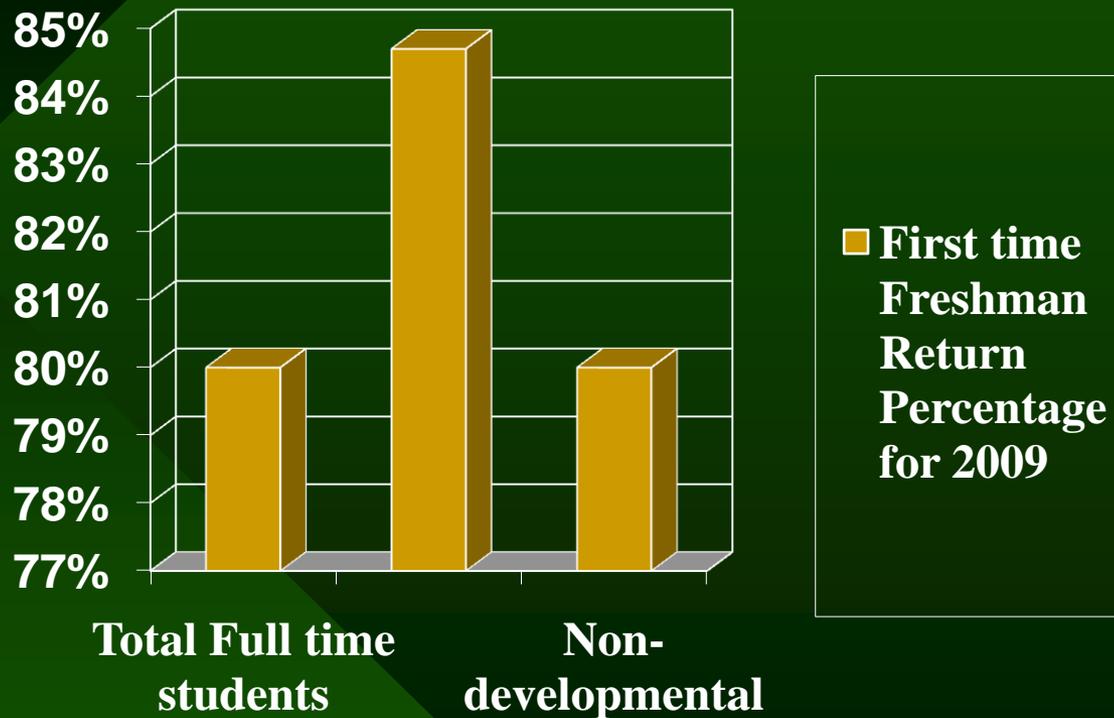


■ **Total Full Time Freshman**  
 2008/67.2%

■ **Developmental Per**  
 2008/64.6%

■ **Non-Developmental Per**  
 2008/70.1%

# First Time Full-time Freshmen Retention Percentages



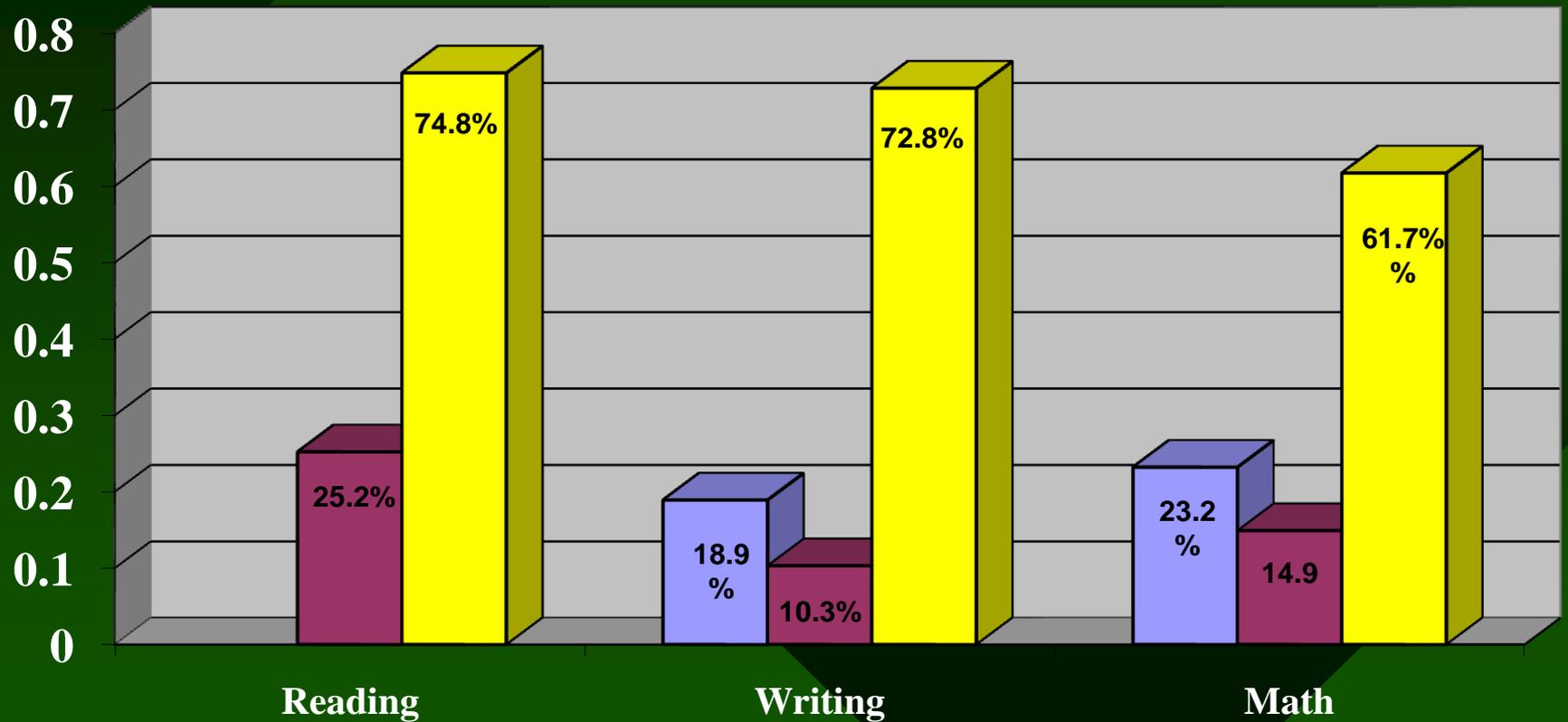
## First Time Full-time Freshmen Retention Percentages

# Summer Academy

- Intensive instruction and mentoring for underprepared students
- To prepare underprepared students for college level coursework
- Provide developmental instruction in reading, writing and math
- Provide small classes
- Provide counseling and peer mentoring initiatives
- Provide Supplemental Instruction master tutors

# 2000-2008 Class Placement of 890 Summer Academy Students Entering TSU 8 year Longitudinal Study

■ Developmental I ■ Developmental II ■ College Level



# Band Study Hall:

- **Provide Study Hall Accommodations for Band and Other Students**
- **Coordinate program with Band Director and Band Advisor**
- **Provide orientation to Study Hall for Band students, explaining need and requirements**
- **Provide quiet rooms and/or library setting for Study Hall**
- **Be present to monitor and oversee Study Hall two afternoons per week**
- **Provide student access to tutors and academic programs**
- **Enter students with participation and academic performance data into SPSS database**
- **Determine academic outcomes for students with low and high participation**
- **Keep abreast of relevant program literature**
- **Write annual report on retention outcomes by participation**
- **Communicate results to Band Director and Advisor**

# Supplemental Instruction:

- Provide Supplemental Instruction in Participating First Year Classes
- Obtain UMKC certification to train and coordinate
- Coordinate program with participating Instructors
- Provide UMKC training for instructors and student SI leaders
- Provide weekly training for student SI Leaders
- Select and monitor payment of SI Leaders
- Promote program in target classes
- Keep accurate records of student attendance
- Enter students with participation and academic performance data into SPSS database
- Determine academic outcomes for students with low and high participation
- Keep abreast of relevant program literature
- Write annual report on retention outcomes by participation
- Communicate results to instructors

# All Students: Pass Rates By SI Participation and Course Type

- Overall
- Low Participation
- High Participation
- Non-Participants
- Moderate Participation

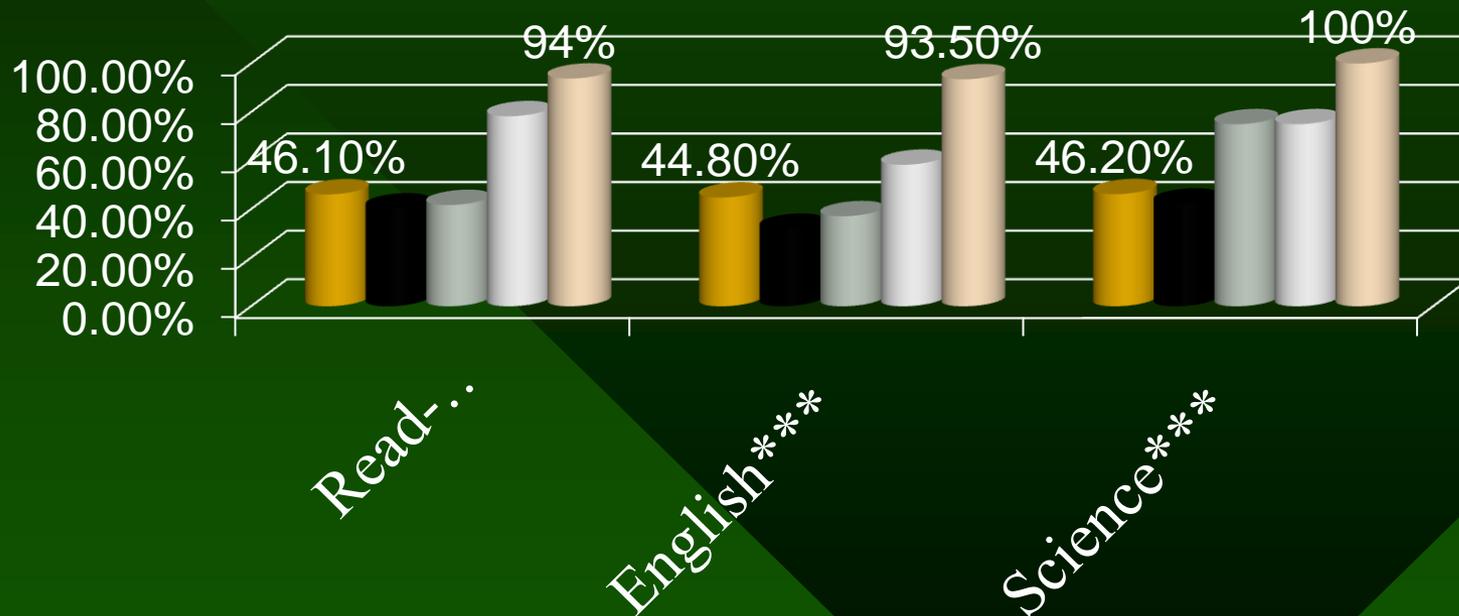
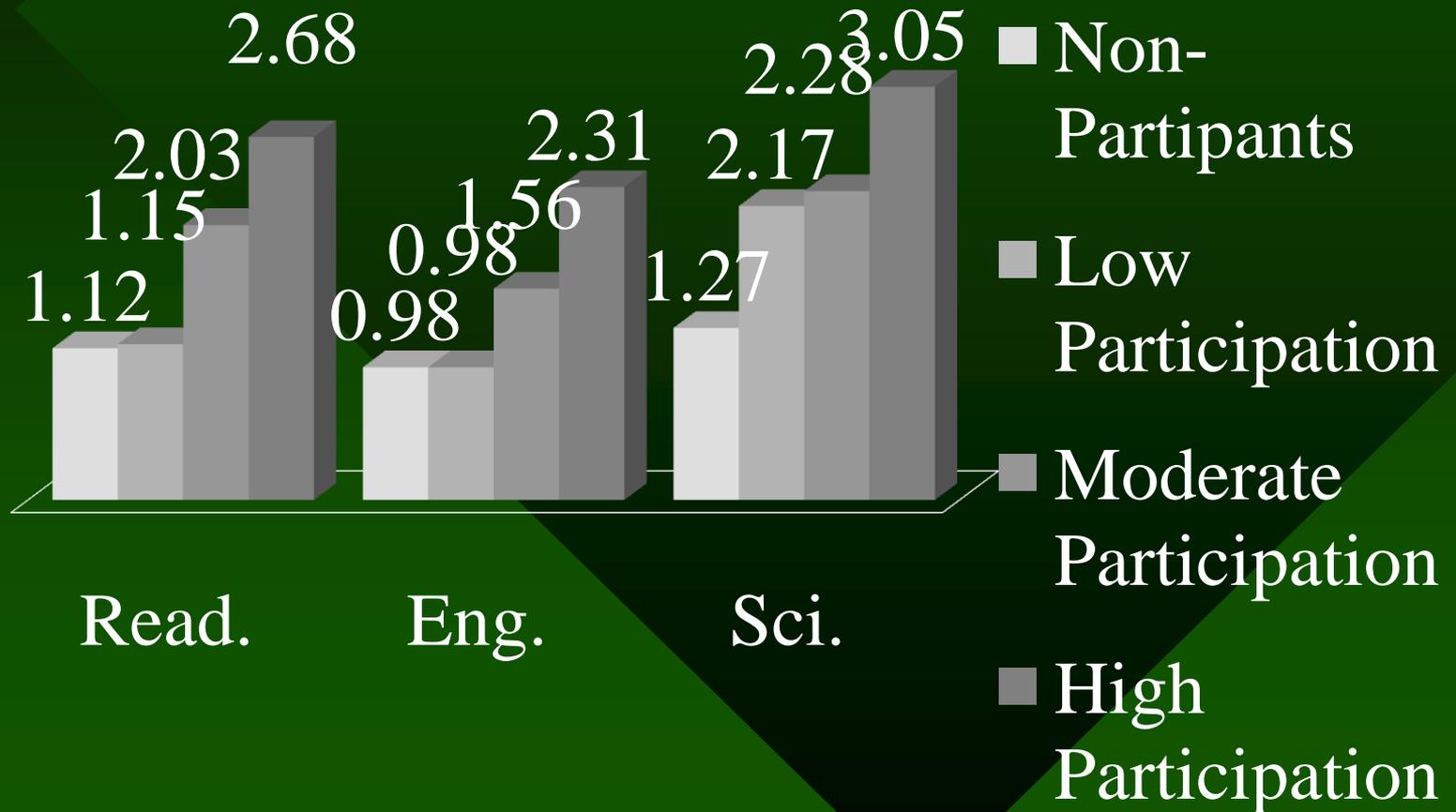
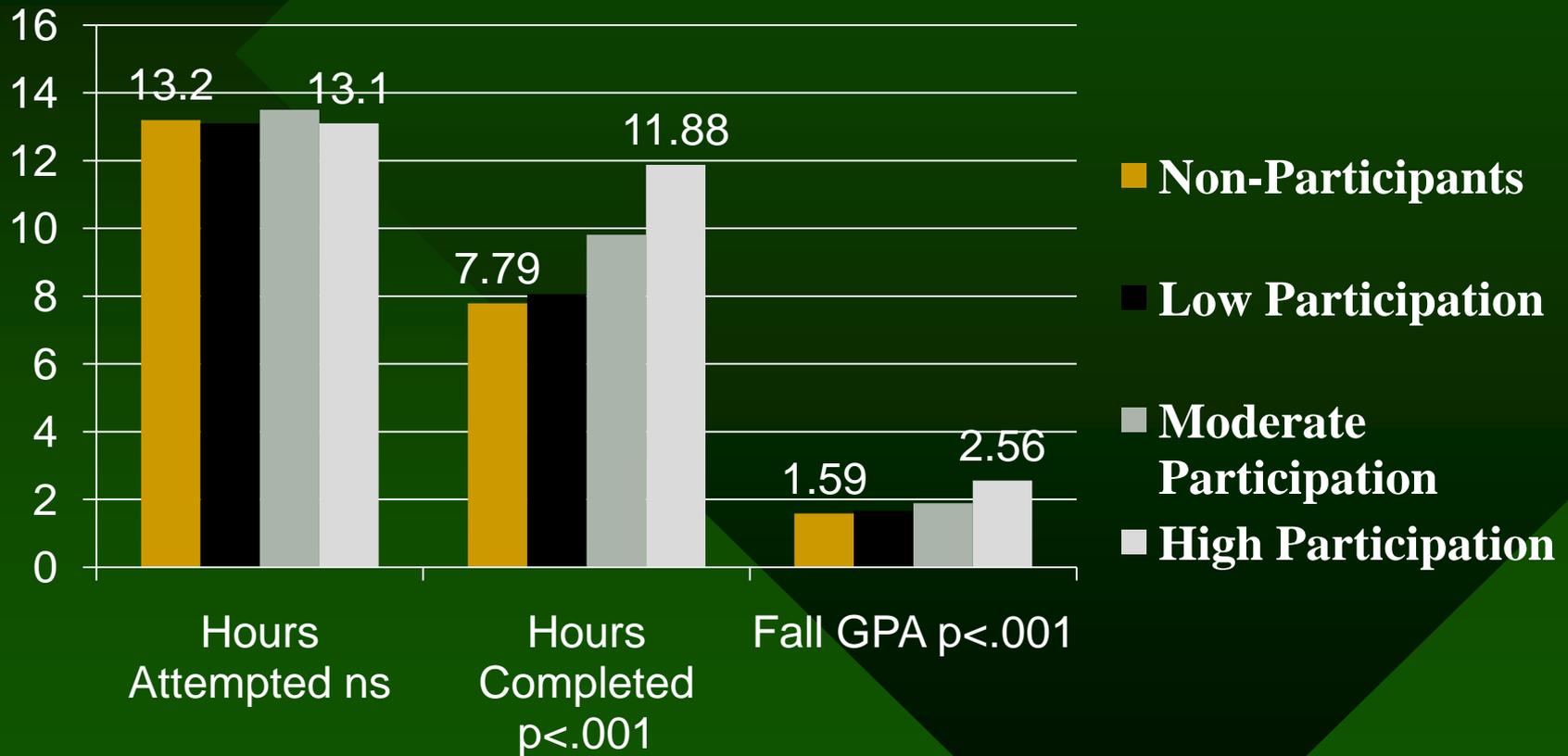


Figure 5: Supplemental Instruction 2008-2010  
All 2158 Students Combined:  
Final Course Grade by Course



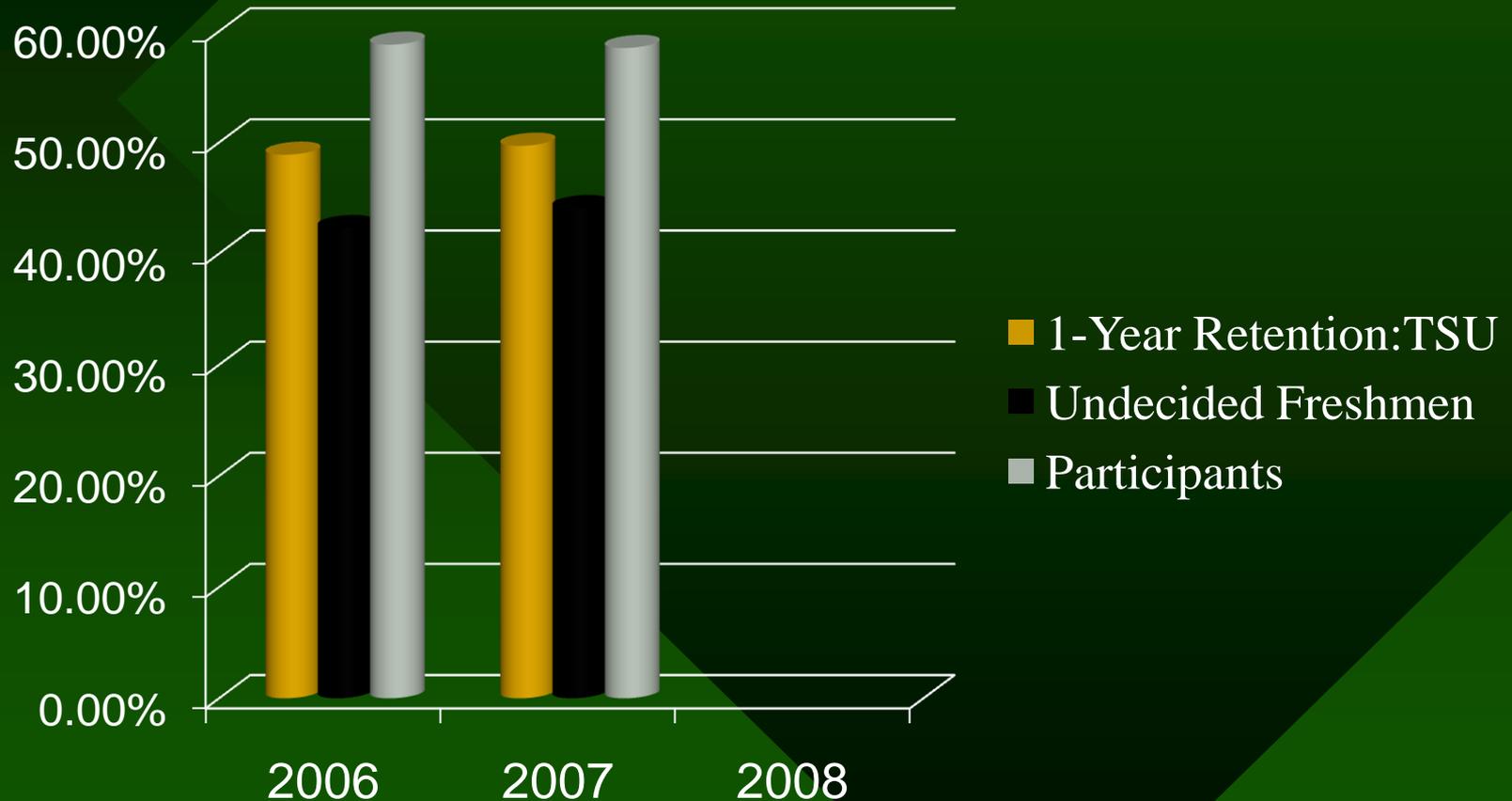
# All Students: Related Academic Performance as Function of SI Participation



# Major Fair:

- **Provide Undecided Students with Opportunity to Speak with Representatives from the Majors**
- **Arrange for facility to hold Major Fair**
- **Request representatives from various schools/departments**
- **Arrange for tables, refreshments and give-aways**
- **Act as MC for Major Fair**
- **Promote program in first year classes**
- **Keep accurate records of student attendance**
- **Enter students and follow-up academic performance data into SPSS database**
- **Determine academic outcomes for participating students**
- **Determine number of major declarations for participating students**
- **Keep abreast of relevant program literature**
- **Write annual report on retention outcomes by participation**
- **Communicate results to instructors**

# One Year Retention of Majors Fair Participants vs. TSU Freshmen and Undecided Freshmen

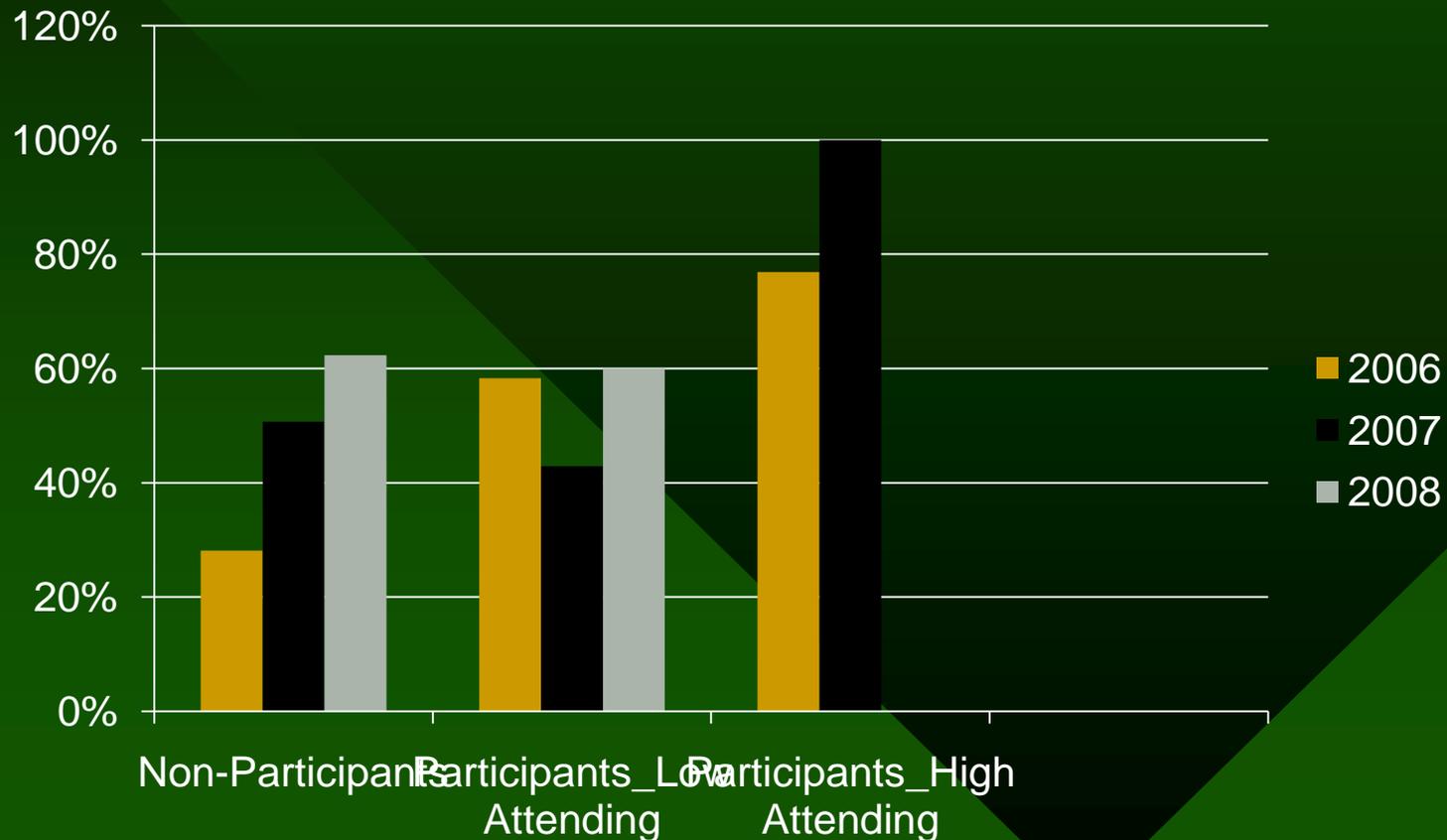


# Service Learning:

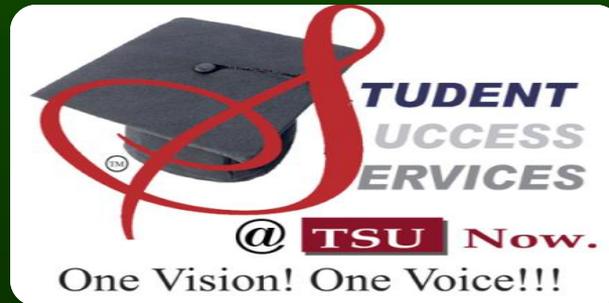
- Provide internship opportunities for new students to assist them in choosing careers
- Formerly Community Service Assistance Program
- Develop site placements on and off campus
- Coordinate student visitation to sites 2-4 times per semester
- Evaluate retention outcomes
- Communicate results to instructors
- Promote program in target classes
- Keep accurate records of student attendance
- Enter students with participation and academic performance data into SPSS database
- Determine academic outcomes for students with low and high participation
- Keep abreast of relevant program literature
- Write annual report on retention outcomes by participation
- Communicate results

# Figure 2: Average 1-Year Retention of CSAP Participants vs. Non Participants:

Note. Students who participate at all in CSAP showed better academic outcomes. Program discontinued after 2008.



# Texas Southern University



## ❖ Talent Search

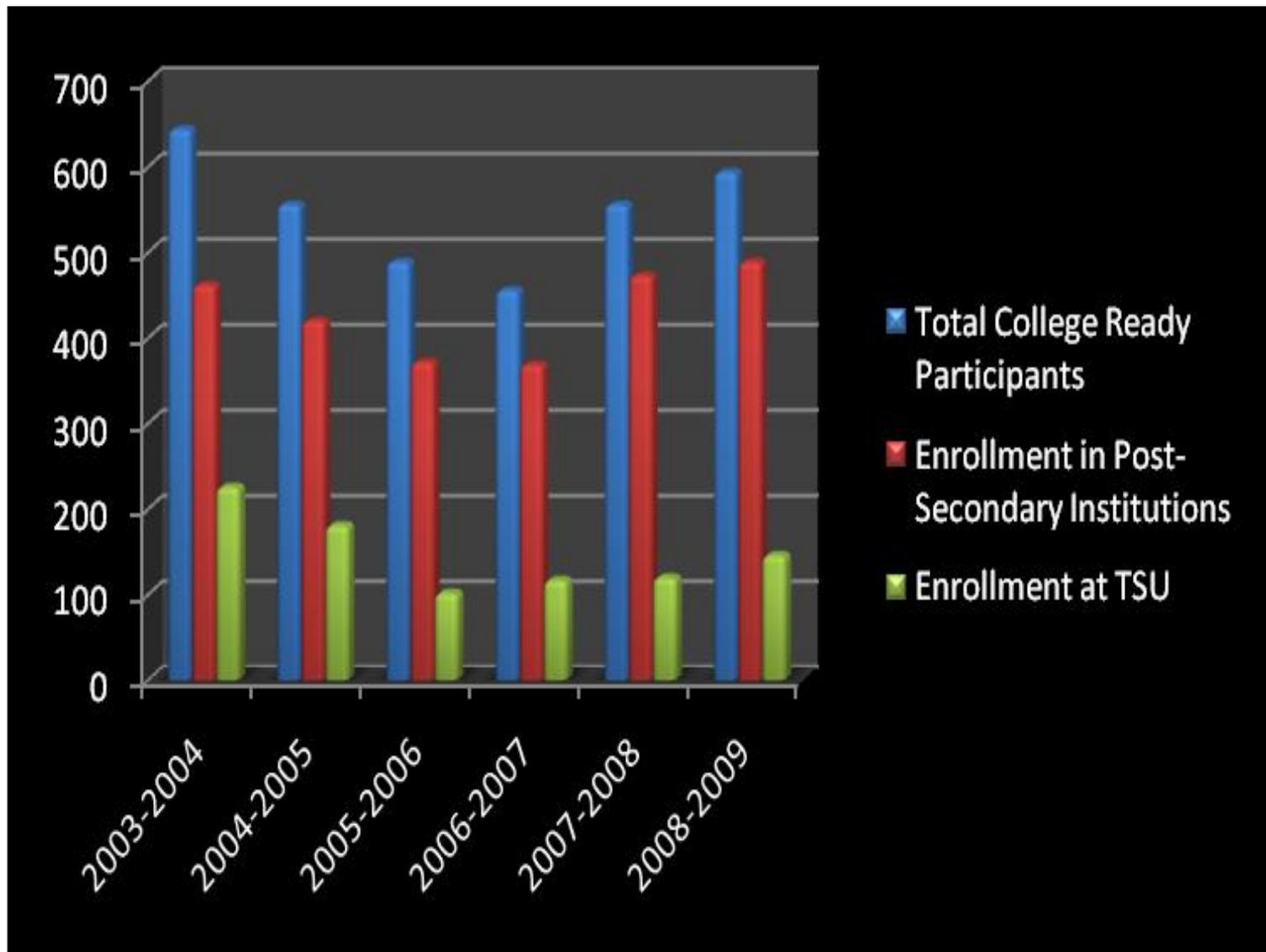


# **Texas Southern University TRiO Talent Search**

## **PURPOSE OF PROGRAM:**

**The Talent Search Program, a federally funded program,**

- 1.) identify qualified youths with potential for education at the postsecondary level, and encourage such youth to complete secondary school and to undertake a program of postsecondary education;**
- 2.) publicize the availability of student financial assistance available to persons who pursue a program of postsecondary education; and**
- 3.) encourage persons who have not completed programs of education at the secondary or postsecondary level, but who have the ability to complete such programs, and or reenter such programs.**



# Upward Bound Program

- **Program Goal:** To increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education.

**To accomplish this overarching goal, the university's Upward Bound Program will initiate the following services:**

- **ACADEMIC INSTRUCTION AND TUTORIALS IN SUBJECTS NECESSARY FOR SUCCESS IN EDUCATION BEYOND HIGH SCHOOL**
- **COUNSELING/ACADEMIC ADVISEMENT**
- **TARGET SCHOOL VISITATIONS/ACADEMIC MONITORING**
- **OPPORTUNITIES TO ACCESS CULTURAL ENRICHMENT ACTIVITIES**
- **INFORMATION ON POSTSECONDARY EDUCATION OPPORTUNITIES**

# UBP ~ COMPONENTS

- **ACADEMIC YEAR COMPONENT**
  - \* offers instructional /tutorial assistance on 25 Saturdays from 8:30 a.m. – 2:15 p.m. with numerous field trips and college visitations.
- **SUMMER RESIDENTIAL COMPONENT**
  - \* involves a six week residential academic and personal development program inclusive of classes (Monday-Thursday), special interest and cultural activities, sports, seminars and college visits.
- **BRIDGE COMPONENT**
  - \* transitions program graduates into a college residential environment and freshman academic courses.



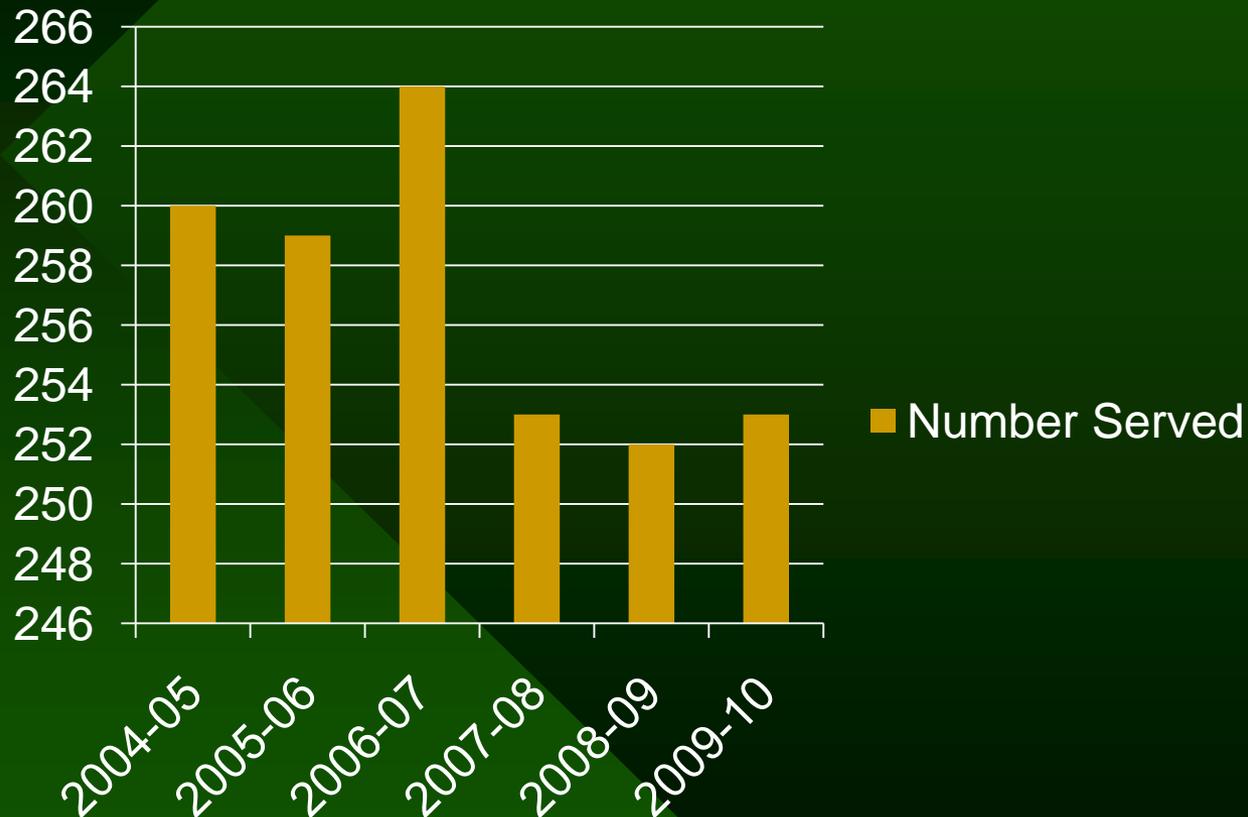
# PROFILE OF THE STUDENT SUPPORT SERVICES PROGRAM

- Program Goal: To increase the college retention and graduation rates of its participants and help students make the transition from one level of higher education to the next.

To realize the project's goal, the following services will be implemented:

- TUTORING (i.e. individual , group, computer aided)
- COUNSELING/ ACADEMIC ADVISEMENT
- ACADEMIC SUPPORT AND LIFE SKILLS SEMINARS
- GRANT AID FUND DISSEMINATION
- COMPUTER/COPIER/INTERNET ACCESS
- FINANCIAL AID ADVISEMENT
- FINANCIAL LITERACY WORKSHOPS
- GRADUATE/PROFESSIONAL SCHOOL ADMISSIONS RESOURCES
- ACCESS TO CULTURAL ENRICHMENT OFFERINGS

## Number Served



**Note: Student Support Services is mandated to serve a minimum of 250 eligible students per academic year.**